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A History of Higher Education in America. By CHARLES F. THWING. New York: D. Appleton & Co., 1906. Pp. xiii+501. \$3.

There are several standpoints from which one might conceivably write a history of higher education on America, and each would have its advantages. President Thwing has given an eminently readable and human account of the history of higher education with especial attention to the story of older colleges. The beginnings of Harvard and Yale occupy nearly one-fifth of the book. It must be confessed, moreover, that these beginnings have a fascination for the twentieth-century reader. The methods of discipline, the customs and studies of those days seem, if possible, more remote than any other aspect of the culture or life of the time. The author has given numerous original documents, extracts from diaries, and codes of rules, which enable one to enter sympathetically into the troubles of the freshman and still greater troubles apparently of the governing powers. It seems hard to realize that it is only one generation since it was the custom at Yale, as the present writer was personally assured, for every tutor rooming in a college building to have an extra set of window sash always on hand in the room, so that, after frolicsome students had broken out all his glass and gone away, he might replace his windows and not be exposed to the elements during the night.

After the full treatment of the early colleges, a more comprehensive survey of general movements is afforded in successive chapters—"Beginnings of the National Movement," "The French Period," "Colleges of and for an Advancing People," and "In Southern States." Special features are also taken up in certain chapters on "The Course of Study," "Financial History," "Education of Women," "Undergraduate Affairs and Undertakings," "Architecture," and "Libraries." The subject whose treatment many will find least satisfactory is touched upon in chapter xx, "Graduate and Professional Instruction and Degrees." The extraordinary development which has taken place in professional work is very slightly sketched, and the underlying principles involved in the development of graduate work are given very brief treatment. Another important feature which would have been of special interest to readers of the *Review*, if treated, would be the relation of a higher to secondary education. But to mention various subjects of this sort, which might very well have formed the point of departure for a book, is only to illustrate the opening statement that one might write a history of higher education in various ways. President Thwing's book is certainly one interesting treatment, and we may hope others will follow.

J. H. T.

The Recitation. By SAMUEL F. HAMILTON, Ph.D. Philadelphia: Lippincott, 1906. Pp. 369.

The author, who is superintendent of schools for Allegheny County, Pa., has aimed in this book to make plain to younger teachers the general principles of the Herbartian pedagogics. The presentation is clear and orderly; the subdivision of topics is minute; the repetition of the chief points in a summary at the end of each chapter is retained from the original lecture form in which the material was presented. The book contains, moreover, a great deal of good

sense, and numerous valuable suggestions which should profit the beginner. The limitations of the work came largely from the formalism of the scheme followed. If the young teachers should take it too seriously, should suppose that the "five formal steps" must be canonized, or that the various "methods" set forth are to be brought in to the recitation in separate pockets to be drawn out at different times, the effect would be rigidity and superficiality rather than progress and insight. In fact, it would seem that modern genetic psychology on the one hand, and the logic of the sciences on the other, should soon reach a stage of development that should furnish a simple basis for the elementary teacher's work—a basis that will not seem absurdly formal and rigid when tested by the spirit of modern life and modern science. J. H. T.

Schiller's Wilhelm Tell. Edited by EDWIN CARL ROEDDER. New York: American Book Co., 1906.

This is an excellent edition of Schiller's famous drama. An exhaustive introduction treats the theme of the drama, the diction and verse, and the historical background. It also contains a bibliography of the subject. The text is accompanied by instructive footnotes, which also give detailed information on the staging of the different scenes. In an appendix are reprinted some songs and ballads about Switzerland and the legendary Wilhelm Tell, and an account of the shooting of the apple, taken from Schiller's historical source. A vocabulary is added.

Heine's Poems. Selected and edited by CARL EDGAR EGGERT. Boston: Ginn & Co., 1906.

The volume contains a selection of 163 of Heine's lyrical poems. In the introduction detailed information about Heine's life and works can be found; also a bibliography. The notes, following the text, are accurate and well chosen. They inform the reader about all points needing explanation. As a whole, it seems to be a very well-prepared textbook, which undoubtedly will help to increase the interest in Heine with college and high-school students.

Am deutschen Herde: Ein Buch über deutsche Sitte und Sprache. Von OSKAR und VALERIE THIERGEN. With English Notes by STARR WILLARD CUTTING. Boston: Ginn & Co., 1906.

This book aims to make American students acquainted with German life and customs. It describes the experiences of two young Americans who travel in Germany. The topics cover subjects which are of great interest to foreigners who wish to become well informed about the most typical features of the German people. The little book is written in excellent German and represents a very useful reader for advanced high-school or intermediate college classes. Its value is greatly enlarged by very thorough and complete English notes, and a large vocabulary.